

| Reallocation of Resources | Short-Term: 2018-2019 School Year | Progress Sept-Nov 2018 | Progress Dec 2018- March 2019 | Progress April 2019- June 2019 |
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| Restructuring supports and programming for students to create a more inclusive whole school approach to supporting students with special needs. | Students who have developmental disabilities access both the provincial curriculum and alternative programming as appropriate | Professional learning sessions held in September for school teams, focusing on the implementation of the Provincial Report Card for all students. | Release time provided to schools for teacher collaboration in the development of Provincial report cards for those students accessing the provincial curriculum. | |
| | Use of provincial report card for all elementary students who are accessing modified curriculum who have a developmental disability when appropriate | Provincial and Alternative Progress Reports developed as appropriate for all students during the Progress reporting period in November. | Provincial and Alternative term 1 report cards developed as appropriate for all students during the reporting period Sept-Jan. | Provincial and Alternative term 1 report cards developed as appropriate for all students during the reporting period Feb-June. |
| | Use of a new alternative report card format for elementary students when appropriate | New Alternative Report Card format used successfully for Progress Reports as appropriate. | New Alternative Report Card format used successfully for Term 1 reports as appropriate. | New Alternative Report Card format used successfully for Term 2 reports as appropriate. |
| | Review of the current service delivery model for secondary school to community services | To begin in Semester 2. | Initial meetings for review of secondary school to community services took place on February 14 and 19. | Secondary school to community services review committee met on May 10 to begin the review process. |

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| Restructuring Educational Services District Programs to support a more inclusive learning environment for all students. | Review programming in District Learning Centres (Behaviour) | District Learning Centre (Behaviour) staff are focussed upon increasing skills in the area of supporting student self-regulation. | District Learning Centre (Behaviour) staff participated in half day Math PD session. | Program location changes in place for September 2019 in order to provide more equitable and better access to supports and services. |
| Restructuring some Educational Services teams/groups to increase consistency of In-school supports, build school capacity to meet needs of students and effectively allocate resources. | Human Resources will review the Educational Assistant (EA) Job Selection Process Implement the role of Communicative Disorder Assistant (CDA) to support delivery of speech language services Implement the new Speech and language service delivery model | HR Manager, Sue McWilliams is leading ongoing discussion of the EA allocation process. Two additional CDA positions were added for September 2018 to support speech and language service delivery. Current compliment is 4.0 FTE. Oral Language Enrichment Groups are being implemented collaboratively by CDAs and Speech Language Pathologists in Kindergarten classrooms at several sites. | Ongoing consultation with HR, CUPE and administration regarding the EA allocation process. Ongoing Ongoing. | Initial implementation of changes to EA allocation process. Ongoing Ongoing. |

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| | <p>Implement the roles of Autism Intervention Assistants and Behaviour Intervention Assistants on the Autism and Behaviour Action Team</p> <p>Implement the role of Social Worker in secondary schools and north end elementary schools</p> | <p>Two Autism Intervention Assistants and two Behaviour Intervention Assistants have completed multiple placements supporting staff with the implementation of Student Safety Plans with the direction of members of the District Autism and Behaviour Teams.</p> <p>Four Social Workers have been assigned to the secondary schools, Kingston Learning Centre and the three north end elementary schools (Rideau Heights, JG Simcoe and Molly Brant) to provide clinical mental health assessments and mental health supports to students.</p> | <p>Survey data collected from school teams on implementation of intervention assistants in schools.</p> <p>Social workers provide direct service to students at tier 2 and tier 3 as appropriate. At the secondary level there were 84 referrals made during this period; at the elementary level there were 6 referrals made during this period.</p> | <p>Ongoing.</p> <p>At the secondary level there were 40 referrals made during April-June 2019.</p> |
| <p>Differentiating supports equitably based upon demographic and socio-economic needs.</p> | <p>Review the Student Support Counsellor, Student Attendance Counsellor, Clinical and Speech Language staffing allocation model to optimize in-school supports</p> | <p>Allocations re-evaluated to optimize in-school support, the needs of each school and equity of opportunity for students. Redevelopment of the Attendance Counsellor role for September 2018 to focus on Tier 3 intervention.</p> | <p>Ongoing monitoring of allocation model to optimize in school supports.</p> | <p>Ongoing monitoring of allocation model to optimize in school supports.</p> |

| Professional Learning | Short-Term: 2018-2019 School Year | Progress Sept-Nov 2018 | Progress Dec 2018-March 2019 | Progress April 2019-June 2019 |
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| Learning For All | <p>Build capacity with all school staff to:</p> <p>support the needs of all students within an inclusive environment</p> <p>support the development and implementation of exemplary Individualized Education Plans (IEPs)</p> | <p>Universal Design for Learning is a focus of professional development with the Special Education Program Coordinators, Program Team, Student Support Teachers and Learning Program Support Teachers.</p> <p>A committee is being established that will focus on building capacity in the area of IEP development.</p> | <p>Universal Design for Learning continues to be a focus of professional development with the Special Education Program Coordinators, Program Team, Student Support Teachers and Learning Program Support Teachers.</p> <p>The committee has developed a feedback form to be distributed to admin/SSTs to guide in school teams with the development and implementation of precise and personalized IEPs that close gaps for students.</p> | <p>Universal Design for Learning continues to be a focus of professional development with the Special Education Program Coordinators, Program Team, Student Support Teachers and Learning Program Support Teachers.</p> <p>Survey information to inform professional development supports for 2019-20 school year.</p> |

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| | Implement Applied Behavioural Analysis (ABA) | Student Focused ABA sessions offered as full day of training (Oct 18 for 35 EAs). Teachers & EAs coached in use of ABA and self-regulation strategies as part of Autism Referral process. | Coaching of school staff in use of ABA and self-regulation strategies as part of Autism Referral process. Release time provided for teachers to attend transition meetings for students with ASD. Learning Series on Video Modeling and Social Narratives. Ongoing consultations with school staff as needed. | Connections for Students-regular meetings and consultation on ABA supports. Release time for staff to observe students in Intensive Service (IBI) and the ABC classroom (Sect 23). Consultation and Professional Development for Teachers and EAs working with students who have ASD. Geneva Module Training for staff. Development and launching of Autism website to support LDSB Staff |
| | Implement Behaviour Management Systems (BMS) | Five full BMS and six BMS re-certification trainings have been completed with 284 staff. | Development of a BMS non-physical intervention program. | Two full BMS Training sessions offered to new Permanent and Casual Educational Assistant hires in April and June. A total of 85 staff completed the training. |
| | Support the development of social and emotional learning and self-regulation | Zones of Regulation workshops offered at requested school sites. Zones | Ongoing supports to schools for inservice related to Zones of Regulation as requested. | Self-regulation presentation to Occasional Teachers on May 17. |

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| | | of Regulation Learning Series to commence on Nov 21. | | |
| | Support student mental health and wellness (Tier 1, 2, 3 supports) | Leading Mentally Healthy Schools and student and staff wellbeing is a focus at monthly administrator meetings. One SafeTALK and one ASIST training completed. | Monthly professional development for administrators in the area of Leading Mentally Healthy Schools. Monthly wellness initiatives available to all staff. Two after school workshops on anxiety were held for staff. | Ongoing. Ongoing. After school workshops on anxiety, anger management, & compassion fatigue were held for staff. One SafeTALK completed. |
| | Support the continued training and effective use of assistive technology for both staff and students | Google Read & Write training opportunities made available for staff and students. | Google Read & Write Learning Series held in Napanee to provide staff training to support students with Assistive Tech. | Google Read & Write staff training to support students in French Immersion with Assistive Tech (Literacy focus). |
| | Support math programming and assessment for all students | Previous work in this area was funded through the Eastern Ontario Staff Development Network | EOSDN (Eastern Ontario Staff Development Network) math project focused on deepening our understanding of learner profiles to develop more | Consolidation of EOSDN (Eastern Ontario Staff Development Network) math project focused on deepening our understanding of learner profiles to develop more |

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| | | (EOSDN). Funding is currently on hold. | precise and personalized instruction in math. | precise and personalized instruction in math. |
| | Support students with trauma and attachment through a whole school approach (i.e., PACE model) | The Prince Charles P.S. is participating in the PACE model in addition to the three north end elementary schools (Rideau Heights, JG Simcoe and Molly Brant). | One- and four-day workshops held for LDSB staff and community partners with a focus on trauma and Level 1 Dyadic Developmental Psychotherapy. | Ongoing. |
| | Increase capacity of in school teams to support student needs in an inclusive environment | 4 ½ days of professional learning sessions for school teams in September focused on the implementation of the Provincial Report Card for elementary students who receive school to community services . Student Support Teacher/Learning Program Support Teacher Professional Learning on November 8th focused on “Identifying and Closing the Gaps”. | Ongoing school supports as requested. School Based IEP collaborative planning at specific sites. | Ongoing school supports as requested. |

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| | <p>Increase capacity in the area of supporting students with FASD in our schools</p> | <p>A Minds On-Line resource for <u>Supporting the Needs of Students with FASD - K - 12</u> is being developed for staff.</p> | <p>Professional development provided February 8, 2019 for selected elementary staff to deepen understanding of how to support the learning of students with FASD.</p> | <p>Professional development provided May 6, 2019 for secondary staff. Presentation to Occasional Teachers on May 6, 2019.</p> |
| | <p>Increase capacity in the area of Universal Design for Learning (UDL)</p> | <p>All professional development series developed through Educational Services model the framework of Universal Design for Learning.</p> <p>Educational Services and Program Team continue to deepen our understanding of the UDL guidelines to support our implementation of the framework in a variety of learning environments.</p> | <p>All program team members are engaged in book clubs focused on Universal Design for Learning (UDL).</p> <p>Continued focus on deepen understanding of UDL at SST/LPS meetings and program team meetings.</p> | <p>UDL Presentation for all program team and Teacher Learning and Leadership Program members from Matt Bergman of CAST (Centre for Applied Special Technology).</p> <p>All program team members are engaged in book clubs focused on Universal Design for Learning (UDL).</p> <p>Continued focus on deepening understanding of UDL at SST/LPS meetings and program team meetings.</p> |

| Strengthen Partnerships | Short-Term: 2018-2019 School Year | Progress Sept-Nov 2018 | Progress Dec 2018-March 2019 | Progress April 2019-June 2019 |
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| Deepening parent understanding of special education supports and services available to students in our schools. | Develop and share user friendly parent and student resources related to special education and student advocacy | Two parent workshops provided related to IEPs and IPRCs. | Presentation at the South East Parent Action Group 2nd Annual Education Day related to FASD. | |
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| Empowering parents as an important and knowledgeable stakeholder when making decisions about their student's learning and well-being. | <p>Continue to investigate the concept of strength-based, person-centred planning in consultation with parents, community partners, and other school boards</p> <p>Engage parents and community partners in effective and ongoing transition planning from school entry to a meaningful adult life</p> | <p>Investigation is ongoing. Currently working collaboratively with community partners on a Transition to Adulthood Toolkit.</p> <p>Approximately 40 transition planning meetings were arranged with Transition Planning Coordinator, students, parents/guardians,</p> | <p>Investigation of My Blueprint as a tool to enhance parent participation in Life Beyond School Planning.</p> <p>Approximately 40 transition planning meetings were arranged with Transition Planning Coordinator, students, parents/guardians, community</p> | <p>Ongoing work with the My Blueprint working committee to establish how to engage parents.</p> <p>Approximately 104 transition planning meetings were arranged with Transition Planning Coordinator, students, parents/guardians, community partners and</p> |

| | Engage parent involvement in the Mental Health Leadership Committee | community partners and educators. The Mental Health Leadership Committee is actively recruiting a parent stakeholder to support the development and implementation of the LDSB Mental Health and Well-Being Strategy. | partners and educators. Ongoing. | educators. Ongoing. |
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| | Implementation of Transition to Adulthood Planning Toolkit | Ongoing feedback and editing from community stakeholders regarding the Transition Planning Toolkit developed collaboratively by the community Transition Advisory Sub Committee. | Ongoing consultations with community partners, parents and local school boards. | Information utilized from the toolkit document in the development of “My Blueprint” transition planning resources. |
| Leverage Supports | Short-Term: 2018-2019 School Year | Progress Sept-Nov 2018 | Progress Dec 2018-March 2019 | Progress April 2019-June 2019 |
| Collaborating with our community partners to promote social inclusion and student learning and well-being. | Continue to explore the enhancement and impact of natural supports and programming (peer tutor/student mentor/volunteer) within our schools | Presentation about enhancing social relationships by Frontenac SS and Lasalle SS School to Community Services Teachers to all School to Community Services | Ongoing collaborations at secondary schools to provide opportunities that promote social peer networks. | Collaboration with Community Living as a member of the “My Blueprint” working group. Collaboration with Autism Ontario and the Autism Team |

| | Continue to offer information and networking opportunities with community partners and LDSB staff to further understand available resources and services for our students and their families | Teachers on the October PA Day. An information and network building session was offered on November 14th for parents with students with Cochlear Implants. . | An information and network building session was offered on February 5 for parents with students with Cochlear Implants. | to promote student inclusion and well-being. An information and network building session was offered on April 30 for parents with students with Cochlear Implants. Collaboration with KidsInclusive OT services to align our supports for sensory needs. |
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| Leverage Supports | Short-Term: 2018-2019 School Year | Progress Sept-Nov 2018 | Progress Dec 2018-March 2019 | Progress April 2019-June 2019 |
| Collaborating with our community partners to promote social inclusion and student learning and well-being. | Investigate opportunities within our schools and within our communities to support pathways for students and explore employability supports in partnership with our community | Youth Employment Support Committee (YES) hosting the Focus On Ability Youth Employment Community Forum, November 22, 2018, from 9:30 to 1:30 at the Fort Henry Discovery Centre. | The YES Committee is working on a Laidlaw Foundation Grant Proposal for up to \$60,000.00 dollars. The Transition Advisory Committee has planned a Life | Laidlaw Foundation Grant Proposal submitted May 31 for consideration and approval. Life Beyond School event in Kingston for April 25, 2019, |

| | | The Transition Advisory Committee is currently planning at least one Life Beyond School event for Spring 2019. | Beyond School event in Kingston for April 25, 2019, and in Napanee for May 30, 2019. Investigation of My Blueprint with participation from Community Living to support pathway planning for students with IDD. | and in Napanee for May 30, 2019. Ongoing. Universal Design for Learning and Individual Education Plans presentation at LDKA (Learning Disabilities Association of Kingston) annual parent spring forum. |
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| Leverage Supports | Short-Term: 2018-2019 School Year | Progress Sept-Nov 2018 | Progress Dec 2018-March 2019 | Progress April 2019-June 2019 |
| Investigating partnerships that support shared services and use of resources. | Continue to collaborate with Maltby Centre and Algonquin Lakeshore Catholic District School Board in Kingston After | After School ABA Program now in cycle 8 since its inception. Currently, 54 students have participated between Sept-Nov. 2018. | After School ABA Program now in cycle 10. January-February 2019, there have been 6 groups with 28 participants. Beginning March 19th there will be an | After School ABA Program has a total of 12 groups during 2 cycles and a total of 56 participants for April - June. |

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| | School ABA Program for students with autism | | additional 6 groups with 32 participants. | |
| Continuing to work with the Ministry of Education to serve students with special education needs. | <p>Continue to work with the Ministry for special education funding that meets the needs of the students in LDSB</p> <p>Engage in the Ministry of Education Pilot Project to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities</p> | <p>Ongoing advocacy through SEAC.</p> <p>Participated in kick-off meeting for Ministry's Pilot to Support Transitions to Post-secondary Pathways for Students with Developmental Disabilities on October 23. Development of goals and actions for the year on-going.</p> | <p>Ongoing.</p> <p>Participated in a teleconference on January 30 to share progress and collaborate with other boards.</p> | <p>Ongoing.</p> <p>Participated in a teleconference on May 9th to share progress and collaborate with other boards.</p> |
| Investigating the concept of coaches to support inclusion of students. | Build capacity in the area of Universal Design for Learning and deepen understanding of the role of coaching | Three Special Education Program Coordinators are participating in Mentor/Coaching professional learning program. | Ongoing collaboration between Special Education Program Coordinators and Instructional Coaches to support the inclusion of all students | Ongoing collaboration between Special Education Program Coordinators and Instructional Coaches to support the inclusion of all students. |